| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:  Students will write a 2-4 page paper that assesses the relationships between at least two of the various groups involved in the colonial era of southern Africa. Students will investigate how their interactions were influenced by larger processes of colonization, and the effect of these early interactions on the later development of the South African State.  Evaluation Process:  Assignments will be evaluated based on the following:  • Strong thesis that fully answers the question and provides reasoned analysis to support the main claim.  • Organized thoughts in clear paragraphs with topic sentences, evidence, and analysis.  • Understanding of the historical context of the different peoples under consideration, and their connections.  •Intro that effectively introduces the topic, theme, and conclusion that reiterates the main argument.  •Required number of sources (minimum), use of sources related to both groups under review, and analysis of those sources.  Minimum Criteria for Success:  A minimum grace of C on all papers.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to construct evidence-based arguments demonstrating  both how local, regional, and inter-regional processes shaped the interactions of two or more groups in colonial Southern Africa, and how these interactions affected the development of the South African state. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Students will write a 3-5-page paper that assesses the perspectives of at least two of the various groups involved in South Africa during the period of Apartheid. Students will investigate how their perspectives were influenced by international socio-cultural, political, and/or economic forces.  Evaluation Process:  Assignments will be evaluated based on the following:  • Strong thesis that fully answers the question and provides reasoned analysis to support the main claim.  • Organized thoughts in clear paragraphs with topic sentences, evidence, and analysis.  • Understanding of the historical context of the different peoples under consideration, and their connections.  •Intro that effectively introduces the topic, theme, and conclusion that reiterates the main argument.  •Required number of sources (minimum), use of sources related to both groups under review, and analysis of those sources.  Minimum Criteria for Success:  A minimum grace of C on all papers.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to take into consideration the varied perspectives of South African groups (Xhosa, Afrikaner, British, Coloured, Zulu, Indians, etc.), and will consider how these perspectives were influenced by global and international forces, when conducting analyses of the development, evolution, and eventual fall, of the system of Apartheid in South Africa. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  In weekly discussion sessions, students will be asked to consider multiple different historical explanations for a single event or issue in class discussion or formal debate. For the final, students will investigate one issue or problem in the history of South Africa that resonated with them. They will choose a problem or issue in the history of South Africa to thoroughly investigate, develop a research question, conduct research in both secondary literature and primary sources, and will write a 6-10 page review paper that critically evaluates the scholarly debate on their chosen problem and offers their own perspective.  Evaluation Process:  Assignments will be evaluated based on the following:  • Strong thesis that fully addresses the chosen problem or issue and provides reasoned analysis to support the main claim.  • Organized thoughts in clear paragraphs with topic sentences, evidence, and analysis.  • Understanding of the historical context of the different arguments under consideration, and their connections.  • Intro that effectively introduces the topic and theme, and conclusion that reiterates the main argument.  • Required number of sources (minimum), sources are varied in terms of ideology, category, and chronology, full engagement of the ideas present in the sources, and critical analysis of those sources.  • Submission of an annotated bibliography of sources to accompany the final paper.  Minimum Criteria for Success: A minimum grace of C on all papers.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to consider different perspectives on a problem or controversy related to the history of South Africa and its peoples and attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |